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Institute of American Indian Arts

Dr. Robert Martin, President IAIA

New Mexico Legislative Education Study Committee
P – 20 Initiative
Santa Fe, NM
November 20, 2008

History of IAIA

- The Institute of American Indian Arts was established in 1962 as a high school, and opened on the campus of the Indian School in Santa Fe.
- Many of the four thousand students who have attended IAIA have gone on to earn recognition as acclaimed artists, writers, educators, and leaders in their professions.

History of IAIA

- In 1975 IAIA became a two-year college offering degrees in studio arts, creative writing, and museum studies. It was accredited in 1984 by the Commission on Institutions of Higher Learning of the North Central Association of Colleges and Schools and by the National Association of Schools of Art and Design.
- IAIA was accredited in 2001 to award baccalaureate degrees as a four-year college.
- Today IAIA offers both two- and four-year degrees in Creative Writing, Indigenous Liberal Studies, Museum Studies, New Media Arts, and Studio Arts.

History of IAIA

- In 1986 Congress established IAIA as the Institute of American Indian and Alaska Native Culture and Arts Development.
- IAIA became one of only three congressionally chartered colleges, and the only national center of research, training, and scholarship for Native Americans devoted solely to American Indian and Alaska Native arts and culture.

History of IAIA

- In 1992 IAIA relocated the IAIA Museum to downtown Santa Fe, and is the nation's leading exhibition facility for contemporary art by Indigenous artists.
- Our Museum is a dynamic setting for exhibitions, educational programs, and cross-cultural dialogue.

History of IAIA

- In 2000 the Institute's academic campus moved to its permanent home on 140 acres just south of Santa Fe.
- The campus is comprised of the Library and Technology Center, an academic and administrative center, a newly opened residence center, a student life center, a facilities management building, and a cultural learning center. Family student housing is nearing completion, and planning for a new conference center, along with the science and technology complex is well underway.

Our Mission Statement

To empower creativity and leadership in Native arts and cultures through higher education, lifelong learning and outreach.



Student Enrollment

- Total Head Count: 253
- FTE: 245
- New Mexico Residents: 25%
- Male: 43%
- Female: 57%
- Native American: 88%
- Non-Native: 12%
- Receive Pell Grants: 75%

School District Collaborations

- MOU-Dual credit agreements in place with following Schools and Districts:
- Native American Community Academy
- Santa Fe Public Schools
- Santa Fe Indian School

Goals of Collaborative Initiatives

- Joins institutions together to support one another in furthering the student's educational goals
- MOU-Dual credit agreements allow high school students to take IAIA courses each semester that is also counted as "high school" credit
- Both IAIA and SFPS are taking initiative to make "Dual Credit" a priority to concur with the Fall 2009 "Dual Credit High School Graduation" requirement
- Agreements applicable to non-Indian students as well

Strategies Employed

- Tuition charged is 40% of regular rate
- Student Activity Fee is waived
- In addition to courses offered at IAIA, courses also will be offered on high school campuses
- Currently teaching a "2-D Fundamentals" course at the Native American Community Academy in Albuquerque
- Plan to offer IAIA courses at the Santa Fe High Indian School and Capital High School campuses

Number of Students Involved

- Six students are currently enrolled for Fall 2008 semester
- Established priority to increase this number

Challenges

- Administrative paperwork
- Logistics for offering courses on high school campuses

Evaluation Methods

- Teacher Evaluation
- Evaluate student grades at mid-term and at the end of the semester
- Success is determined by the number of students successfully earning course credits

2+2 Articulation Agreements

- Santa Fe Community College (Gallery Management – Museum Studies)
- Northern New Mexico College (Studio Arts and Creative Writing)
- Central New Mexico Community College (Studio Arts)

Schools and tribal communities served by the Center for Lifelong Education

- Santa Clara Pueblo: Elder health & wellness services-Diabetes prevention & exercise.
- Santa Clara Pueblo Day School: K-5 students targeted for SPARK Program, health/wellness and obesity prevention.
- Santa Ana Pueblo: Dept. of Education- Bi-weekly presentations to students enrolled in Bernalillo Public Schools 7-12 in health, wellness, relationships and experiential education.

Schools and tribal communities served by the Center for Lifelong Education

- Santa Ana Pueblo Tribal Library: Staff training in health/wellness and tutoring. Experiential health/wellness services to elementary students.
- Santa Fe Indian School: Experiential education and leadership. After school cultural and recreational services 6-12.
- Jemez Pueblo: Summer health/wellness program for elementary and secondary students along with cultural education and activities related to leadership and relationship building using native traditional games.

Schools and tribal communities served by the Center for Lifelong Education

- Santo Domingo Pueblo: Fitness assessments for k-5 elementary students and program design to meet health/wellness needs. Health and fitness programming for Senior citizens.
- Five Sandoval Indian Pueblos Distance Education Project: Survey, compile and design educational services for five Pueblo communities based on expressed needs for secondary level co-enrollment and adult education.

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Mesalands Community College

Presentation to the LESC

P-20 Partnerships

Mission Statement

- Mesalands Community College is an institution of higher education that promotes student learning through quality education and services while fostering personal growth, leadership and opportunity to a culturally diverse community.

Partner Schools

- Clayton High School
- Des Moines High School
- Dexter High School
- Estancia High School
- House High School
- Moriarty High School
- San Jon High School
- Texico High School
- Tucumcari High School

Dual Enrollment Goals

- Provide general education/transferrable courses for college bound students
- Provide career/technical courses allowing seamless articulation into Mesalands Community College Applied Science Programs

Strategies Employed

- Hire Qualified Instructors to teach on-site
- Provide courses originating at Mesalands using Polycom two-way audio and video system
- Provide courses using the Internet
- Provide partner high schools with weekly attendance and grade reports
- Include high school counseling office when intrusive advising is employed

Program Participants Fall 2008 Semester

- Clayton High School – 36 Students
- Des Moines High School – 4 Students
- Dexter High School – 3 Students
- Estancia High School – 13 Students
- House High School – 1 Student
- Moriarty High School – 196 Students
- San Jon High School – 2 Students
- Texico High School – 37 Students
- Tucumcari High School – 58 Students

Applied Science Programs Available to Dual Students

- Agri-Business
- Animal Science
- Automotive Technology
- Building Trades
- Business Administration
- Business Office Technology
- Diesel Technology
- Farrier Science

Challenges Faced

- Communication with stakeholders
- Lack of equipment
- Coordinating bell schedules
- Cost of books and materials

Evaluation Methods and Outcomes

- Course and program level assessment
- Instructor evaluation process
- Retention tracking
- Grade distribution tracking
- Personal visits



Sheila Ortego., Ph.D
President

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Ron Liss., Ph.D

Vice President for Academic and Student Affairs

Legislative Education Study Committee
November 20, 2008

Santa Fe Community College Mission

Santa Fe Community College is the gateway to individual and community success by providing affordable, high quality educational programs that serve the social, cultural, technological, and economic needs of the diverse Santa Fe community.

School Districts Involved in the Partnership

We are accountable in providing our physical region in partnership with the Santa Fe Public School in district area (Tesuque, Santa Fe, Glorieta, Lamy, Los Cerrillos, Galisteo and Madrid) as well as other out of district partnerships and individuals with online access, with affordable high quality education and training.

Goals of Initiatives

All initiatives are designed with the goal of positioning residents in our region and adjacent areas, (whether high school students or non- traditional students) in an advantageous intellectual place to move forward and start professional careers, advance in current profession or re-career with the best education and training, and the best technology available in the area.

Strategies Employed

SFCC strategizes in maximizing resources available to our faculty to reduce the gap in drop-out numbers of young high school students, as well as preparing the region's population to a progressive thinking in education and favoring their own economy. Some examples are: Dual Enrollment and the Concurrent Enrollment programs that allow students to engage at an early stage in their learning lives and teach them the skills to continue with furthering their lives with education. Teaching English to Speakers of Other Languages (TESOL) Endorsement Program that as a result reaches a segment of our population with reduced knowledge of the English language and prepares them to the education system, allowing them to advance their lives with education and to position themselves in a different/better social economic status in the community.

Number of Students Involved

The impact of all the P-20 Initiatives at SFCC varies per initiative and goals set per project.

Career Technical Education Programs for High School Students

High School students from the SFPS are given the opportunity to take dual credit classes to get an early start on a career pathway. Specific pathways directly tied to technical education are pre-engineering, STEM related pathways and Health Sciences related careers.

Challenges Faced

Each initiative has its own challenge. All initiatives are weighted against the benefits that students will come out with, and challenges faced are dealt with in a case by case. In some cases budget, learning outcomes, entry level of knowledge from students have to be adjusted to be able to obtain a result that will promote the students sustainability as a learner, now and in the future.

Evaluation Methods and Outcomes

The diverse arrays of initiatives use different conduits of evaluation to measure success and to improve on challenges along the way. Reports are available as requested per initiatives.

Santa Fe Community College P-20 Initiatives

Testing Center

SFCC GED Testing Center – In 2007-08, this center tested 500 examinees. Of those tested, 301 passed. In fall 2008 thus far, the center has tested 170 examinees, 87 of whom have passed.

TESOL Endorsement Program

- Develop a high-quality endorsement program for Teaching English to Speakers of Other Languages (TESOL) that prepares teachers to provide instruction to accelerate English Language Learners' (ELLs) acquisition of language, literacy and content knowledge.
- Forty SFPS teachers earn TESOL endorsements by 2012.
- Offer professional development to SFCC faculty on best practices for teaching ELLs.
- Increase the number of ELLs in SFPS who are taught by highly qualified teachers by 530 students, or 20%.

Strategies employed

The TESOL Endorsement program is a yearlong program for SFPS teachers, two courses a semester from summer to summer. The cohort of ten is currently enrolled in its second semester and recruitment has started for the second cohort, to begin in summer 2009. The professional development *iTEACH* occurs once a month over eight months and has 25 participants.

Challenges faced

The main challenge for the SFCC TESOL grant is developing the infrastructure to institutionalize a grant-funded program such that program sustainability is achieved.

Santa Fe Small Business Development Center

A series of workshops were presented under the topic business plan development, "Steps to Starting a Business" at the Indian School in Santa Fe the spring of 2007. It served a total of 14 students.

ENLACE and

Statewide educational initiative designed to strengthen the educational pipeline and increase opportunities for Latinos to enter and complete college.

GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs)

Federally funded program designed to increase the number of low income students who are prepared to enter and succeed in post secondary education. The grant provides services to an entire cohort of students starting in the 7th grade through high school. SFCC is currently in year 4 of the 6 year grant.

Partnerships: University of New Mexico, New Mexico Highlands University – Center of Education and Study of Diverse Populations, Santa Fe Public Schools, Pojoaque Public Schools, Espanola Valley Public Schools and Las Vegas Public Schools.

Goal of Initiatives:

- To increase the academic performance and preparation for post secondary education
- To increase the rates of graduation and participation in college
- To increase student and parent educational expectation and knowledge of post-secondary education options and financial aid

Number of Students involved

ENLACE -- Serving 674 total students grades 7-12 at Capital High School, Santa Fe High School, De Vargas Junior High School, Ortiz Middle School, and Alameda Junior High School 186 are GEAR UP students in the 10th grade at Capital High in 08-09

Ticket to College Program

SFCC automatically admits all Santa Fe Public Schools' (Capital High School, Santa Fe High School & SFPS SER Career Academy) graduating seniors to the college. We present them with acceptance letters and Dr. Sheila Ortego, President, attends each graduation and is part of the ceremony. The goal is to ensure that each student is aware that they have the opportunity to attend college.

- 2007, 576 acceptance letters were presented. The breakdown is as follows:
52 SER Career Academy (including GED and HS graduates)
156 Capital HS
368 Santa Fe HS
- 2008, 572 acceptance letters were presented. The breakdown is as follows:
67 SER Career Academy (including GED and HS graduates)
203 Capital HS
302 Santa Fe HS

In 2008, SFCC hosted the Ticket to College Workshop including a Financial Aid Workshop and a presentation on careers.

Dual Credit Programs

SFCC offers 329 courses that can be taken by students for Dual Credit. Partner schools include Santa Fe Public Schools (Capital High School, Santa Fe High School & SFPS SER Career Academy), Academy for Technology and the Classics Charter School, Charter School 37, Monte del Sol Charter School and Pojoaque High School. Classes are typically taken at the SFCC campus but some courses are delivered on the high school campuses.

Project Lead the Way

As a piece of the Dual Credit Program, SFCC initiated a high school pre-engineering pathway to post-secondary STEM degrees. Five classes of Introduction to Engineering Design (IED) for 9th and 10 grade students were offered at the two high schools last year, and another five classes of IED and Principles of Engineering (POE) are being offered this year through the nationally recognized program, Project Lead the Way (PLTW). The goal is for students to obtain foundational skills at their high school and continue with specialty PLTW courses at SFCC.

Concurrent Enrollment

Santa Fe Community College offers Drafting and Engineering courses at St. Michael's High School.

Title V Cooperative Grant

SFCC has completed its fourth year of a five year Title V Cooperative Grant with Central New Mexico Community College. The grant activity is to increase access to Hispanic and low-income individuals to affordable programs in high demand fields. Both institutions are accomplishing this objective by adapting formerly classroom-only courses into an online format. Online courses accommodate high school students who can take college courses only outside of their high school schedule. Asynchronous delivery allows dual-enrolled students to register in SFCC and CNM courses and participate in them when time allows. For SY0708, Title V Cooperative Grant impacted 1,627 students with fully online classes at SFCC, almost doubling its numbers from its launch back in SY0304.

Adult Basic Education Program

Adult Basic Education (ABE) practitioners help adult students to design individual learning plans that correspond to their personal needs and goals such as getting a job, obtaining a GED, enrolling in postsecondary education or other training, learning the English language, understanding U.S. culture and participating in society, helping their children achieve success in school, and leaving public assistance and earning a family-sustaining income.

ABE receives federal and state funding administered by the Higher Education Department. The Literacy Volunteers of Santa Fe, a component of ABE, obtains additional funding through grants and donations.

2008-2009 Program Goals:

1. Post-test at least 50% of students
2. Improve retention rate
3. Increase percent of students who achieve educational level gain
4. Increase GED graduation rate
5. Increase number of students who enter post-secondary education
6. Increase number of students who obtain employment

School districts involved in partnership:

The ABE program partners with the Santa Fe Public Schools, specifically with Agua Fria Elementary School, Ortiz Middle School, and Salazar Elementary School. These schools provide classroom space in the evenings for English as a Second Language classes. They also promote the ESL program to parents in their respective schools. Approximately 240 adults attend ESL classes two nights a week at these locations. The Literacy Volunteers of Santa Fe (LVSF), a component of the ABE program at SFCC, provides free tutoring at the SER Academy for students studying for the GED. LVSF also provides ESL and basic skills tutoring to adults at churches, workplaces, and community centers throughout Santa Fe.

Strategies Employed:

The ABE program holds GED registration every 6 weeks throughout most of the year. A total of six classes are held mornings, afternoons, evenings and Saturdays and include individualized instruction, computer lab, and classroom modalities. GED instruction is offered in English and in Spanish. For each 6-week session, there are 150-200 students enrolled, many returning to continue their studies.

The Literacy Volunteers program provides for seamless services in that students who need one-on-one instruction or those who are unable to attend classes receive free help through trained volunteer tutors. Literacy Volunteers serves 400-450 students each year. Screening for learning difficulties is a critical component in all parts of the ABE program.

Number of students - 2007-2008:

2,399 students were served in all ABE program components (GED, ESL, and Literacy)

125 students completed the GED

164 students transitioned to post-secondary education at SFCC (of 251 that stated this as their goal)

Career-technical education programs in ABE:

In spring 2008, ABE and the Business and Technology Division of SFCC partnered to offer two credit courses to 20 ABE students. The two courses were OFTC 110 Computers for Novices (1 cr.) and a section of STEM 111 Intro to Science, Math and Engineering Technology (3 cr.). A complete report is available.

Challenges:

ABE is focusing on improving in the following areas: retention of students; funding; increasing the level gains made by students; and increasing the number of GED graduates as well as the number of students who transition to post-secondary education.

Outcomes for 2007-2008 include:

- Enrollment – Goal was 2,200; actual enrollment was 2,399
- Entered Employment – Goal was 52%; actual was 83% (of those who set goal)
- Obtained GED – Goal was 55%; actual was 42.59% (of those who set goal)
- Entered post-secondary education or training – Goal was 63%; Actual was 67.84% (of those who set goal)
- Post-test – Goal was 50%; actual was 49.03%
- Retention (% of students with 12 hours) – Goal was 75%; Actual was 77.36%
- Educational Gains – Goal was 32%; Actual was 31.09%
- Increase GED Graduation Rate – Goal was 42.02%; Actual was 41.7%

Santa Fe Community College Early Childhood Development Center

The Early Childhood Development Center is an NAEYC accredited early care and education program for children 8 weeks-5 years of age in a model facility specifically designed for early childhood education. The Early Childhood Development Center has been accredited by NAEYC since 1996 and is one of 7 NAEYC-accredited programs in Santa Fe. The center provides a comprehensive on-campus child development program with prescribed educational curriculum and assessment.

There are a total of 6 classrooms: 3 serving toddlers, 1 multi-age classroom with children 2½-3½ years old, and 2 classrooms for children aged 3½-5. The majority of families (65%) meet income eligibility guidelines for child care subsidy through the New Mexico Department of Children Youth and Families.

All children receive breakfast, lunch and snack. In addition, the center provides access to the services of a licensed psychologist who conducts developmental assessments, teaches parent education classes and facilitates onsite family consultation. In collaboration with the Dental Assistant Program at SFCC, enrolled children also have the opportunity to participate in yearly dental screenings.

High School Counselor Luncheon

Every year we offer a High School Counselor Luncheon to which around 25-30 high school counselors from the area attend. Generally, counselors from the Northern NM area are invited including Santa Fe, Rio Rancho, Mora, Questa, etc. The general purpose of this event is to build positive relationships with the counselors and familiarize them with the various programs and services offered at SFCC. Information on student resources (free tutoring, special services, walk-in advisement, etc.) is highlighted as primary advantages to their students.

NMSU, NMAMP, SCCORE, Transfer Scholarships

SFCC students attend the NM AMP (NM Alliance for Minority Participation) Student Research Conference and SCCORE (The Summer Community College Opportunity for Research Experience) which offers New Mexico community college students a six-week summer bridge experience at the NMSU (New Mexico State University) campus. Students research with NMSU faculty mentors, who assist them in the transition to participating New Mexico AMP baccalaureate-granting institutions. Santa Fe Community College student research posters have received honors in the last four years of the Student Research Conference. Transfer scholarships are also available to New Mexico AMP students transferring from a two-year to a NM public four-year institution to pursue a degree in a Science, Technology, Engineering and Math (STEM) discipline. They are available to students as they begin their first semester at a four-year New Mexico Institution. Students are awarded \$1000 for the first semester that they transfer.

NM STEM Statewide Initiative

Santa Fe Community College received the PED TechPrep Grant this year to provide state-wide leadership in strengthening high school STEM programs and implementing new STEM programs based on the following:

- Dual Enrollment
- Clear Career Pathways
- Multiple Entrance & Exit Points
- Alternative Delivery Options
- Models

Project success, such as retention and persistence, includes leveraging STEM Support Resources:

- Innovative Digital Education and Learning (IDEAL NM) and the New Mexico Learning Network (NMLN)
- Local & National STEM Support Organizations, such as

Girls Media Workshop

“Girls should be encouraged to create their own media, not just to talk back but also to understand how (media) works.” --- From “Are Teen Girls Growing Up Too Fast?” Time Magazine, September 22, 2008
June 2008 SFCC offered the pilot program Girls Media Workshop a six day intensive media workshop where young women 15-25 produced, directed, shot and edited media projects for the big and small screen. Fourteen young women worked 7 hours a day with local filmmakers to learn creative process, performance, animation and study films made by female filmmakers. A public screening of their work showed at the end of the session.

FTTP

Since 2005 SFCC has offered a series of classes geared towards training students for the New Mexico film industry. Since the start of the classes SFCC has had over 450 participants with 16% of the students joining the local Union 480 and 50% continuing their education in post production, animation or documentary film production.

The FTTP program is designed to bring working film professionals into the classroom to train and advance students in the craft areas of filmmaking. As students progress classes have been designed to teach producing, directing, cinematography and documentary film production. Other programs related to this industry are: Documentary Program, Film Crew Internship Program and the Screening and Scriptwriting Classes.



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**Santa Fe Community College
Alternative Licensure Program
Teacher Education**

Teacher Academy Mission

To professionally prepare critically reflective and culturally responsive educators who expect and support the success of **all** students.

Teacher Academy Vision

To significantly contribute to the quality of education in northern New Mexico, that our teachers as leaders, change agents and innovators will provide for the transformation of education.

Teacher Academy Core Beliefs

Core Beliefs:

Teachers as leaders: Our teachers consider themselves leaders in the profession of education. As teacher leaders, they have the power to influence change in learning organizations.

Education as transformation: Our teachers realize that education has the power to transform individuals, communities and society. Thus, education is a vehicle for positive social change.

Diversity: Our teachers understand and are prepared to meet the diverse needs of all students through sensitivity, acceptance and respect for the uniqueness that each child brings.

Pedagogy: Our teachers master the art and science of teaching, balancing theory and practice as integral parts of the teaching and learning process. In teaching, we honor the students as the foundation of our endeavors.

Life-long learning: Our teachers as life-long learners will commit to on-going learning opportunities to grow professionally, ethically and intellectually.

Collaboration: Our teachers will engage in collaboration with other educators, schools, families, and communities to improve the quality of education ensuring that all students can learn.

Family & Community: Our teachers will respect and value the central role that the family and community play in the learning process of the child and will utilize these experiences to enhance learning.

Program Description

The Alternative Licensure Program at Santa Fe Community College offers programs that lead to the following New Mexico teaching licenses:

Early Childhood	(online)
Elementary Education	(online and on campus)
Secondary Education	(online and on campus)
Special Education	(online and on campus)
TESOL	(online and on campus)

Enrollment Typically SFCC has 200 students enrolled in the Alternative Licensure Program. (150 online; 50 on campus).

Partnerships

San Juan College

SFCC offers online coursework for San Juan students pursuing a license in Special Education.

New Mexico Highlands

SFCC works collaboratively with NMHU to provide graduate options for those students wanting to pursue a Master's degree.

Teach for America

Teach for America students are enrolled in our online programs in Elementary, Secondary and Special Education. (12 students per semester)

Santa Fe Public Schools

--TESOL licensure is offered to teachers and administrators employed in SFPS. Tuition costs and books are free to these teachers.

--SFCC students make up approximately 50% of new teachers in SFPS.

--SFCC hosts the New Teacher Institute each fall for SFPS.

--Collaboration between SFCC and SFPS mentoring for new teachers.

--SFCC faculty provide professional development offerings for SFPS.

--SFPS teachers and administrative staff serve on the External Advisory for SFCC Alternative Licensure Program.

--SFCC works closely with SFPS Human Resources to place Field Experience Students in classrooms with cooperating teachers who are at Level II or Level III licensure.

SFCC Alternative Licensure Students (high needs areas)

Math	5
Science	7
Special Education	30

Alternative Licensure Student Accomplishments

SFCC Alternative Licensure Students are actively recruited by SFPS, Charter Schools, Pecos Independent Schools, Espanola, and other surrounding areas.

2006-07 NMTA results:

SFCC teacher licensure students

• Basic Skills	48	Pass Rate	100%
• Content Area	23	Pass Rate	100%
• Competency	44	Pass Rate	100%

Helping students succeed. Serving our community.



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P-20 Partnerships

*Presented to the
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UNM Los Alamos Mission Statement

- The mission of the University of New Mexico-Los Alamos (UNM-LA) is to provide high quality instructional programs and support services to the residents of the communities it serves. Through its educational programs and services, UNM-LA provides a wide range of educational opportunities consistent with the needs and desires of the service population of a local postsecondary institution affiliated with a major university. To fulfill its mission, UNM-LA has established the following goals:
 - To offer diversified, high-quality educational programs;
 - Academic Courses, Degrees, and Transfer Curricula
 - Technical and Occupational Programs
 - Developmental and Basic Skills Programs
 - Community Education
 - Adult Basic Education
 - Customized and Contract Training
 - Bachelor and Graduate Programs and Off-Site Instruction
 - To provide high-quality support services that promote student access and success;
 - To maintain a highly qualified and diversified faculty and staff;
 - To serve as a community resource;
 - To seek and establish cooperative partnerships; and
 - To ensure access to current and emerging technologies



Carl Perkins/Tech Prep: Los Alamos HS

- **Goals:** to provide Career/Technical Pathways between LAHS and UNMLA for students interested in one of the following technical fields: Network Administration, Computer Science, Business, and Engineering to earn some college credits before they even transfer to UNMLA.
- **Strategies:** students are provided with a list of all high school courses needed to successfully complete a pathway in their technical field of interest. Faculty are identified at both LAHS and UNMLA who teach in these specialized areas and are trained to work with technical/vocational students.
- **Number of students:** No information at this time. Although LAHS is traditionally viewed by the public as a school that focuses on 4-year, college-bound students, there is a significant percentage of students that is not ready/prepared to go to a 4-year school.
- **Challenges:** Getting students to identify their interests in these areas and stay engaged in these pathways is a challenge. Keeping communications strong and clear between LAHS and UNMLA will also be a challenge.
- **Evaluation methods and outcomes:** Assessment will take place on two fronts. Course assessment at UNMLA will evaluate how well students are mastering material in these fields when students transfer from LAHS to UNMLA, including dual credit courses as mandated by UNM for all courses. A second form of assessment will involve tracking numbers of students who participate in activities at UNMLA, and dual credit courses in these pathways, and who enroll in technical degree programs at UNMLA.



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Dual Credit Enrollment-Fall 2008

- 9 schools/districts returned Dual Credit Agreements in Fall 2008
- 76 students enrolled in courses for Dual Credit
- 11 students enrolled in courses for Concurrent Enrollment

School District Enrollment	Headcount	SCH	Avg. # SCH
Los Alamos	47	192	4.08
Pojoaque	11	33	3.00
Bernalillo	16	72	4.50
Rio Rancho	2	8	4.00
Cuba	-	-	
Jemez Valley	-	-	
Espanola	-	-	
McCurdy	-	-	
St. Michael's	-	-	
Total	76	305	4.01
Concurrent Enrollment	Headcount	SCH	Avg. # SCH
Home school	9	52	5.77
Other	2	6	3.00
Total	11	58	5.27



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Dual Credit Courses at LAHS – Spring 2009

- LAHS students who are enrolled in the following LAHS classes are eligible for Dual Credit Enrollment may receive credit for the following UNM-LA Courses in Spring 2009:
 - **Marketing I** in Fall 2008 and **Marketing I** in Spring 2009 are eligible for BSTC 193: Topics – Marketing I (3 credit hours)
 - **Marketing III** in Fall 2008 and **Marketing III** in Spring 2009
 - **Desktop Publishing** in Fall 2008 with Tammy Seidel and will enroll in **Information Management** in Spring 2009 are eligible for CT 102: Introduction to Microcomputers on the PC (4 credit hours)
 - **Computer Networking and Security** in Fall 2008 and **Computer Networking and Security** in Spring 2009 are eligible for IT 119: Networking Core Concepts (3 credit hours)
 - **Humanities** in Fall 2008 and **Humanities** in the Spring 2009 are eligible for Phil 111: Humanities I, (3 credit hours)
 - **AP Literature** in Fall 2008 and **AP Literature** in the Spring 2009 are eligible for ENGL 150: The Study of Literature (3 credit hours)
 - **Robotics 1** in Fall 2008 and **Robotics 2** in Spring 2009 are eligible for ELCT 293: Advanced Topics in Electromechanical Technology (3 credit hours)
 - **Robotics 1** in Spring 2009 are eligible for...ELCT 193: Introductory Topics in Electromechanical Technology (3 credit hours)
 - **Calculus AB** in Fall 2008 and **Calculus BC** in the Spring 2009 are eligible for MATH 163: Calculus II (3 credit hours).



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Dual Credit Courses at Pojoaque HS Spring 2009

- Fall 2008- One class
- Spring 2009: Three to five classes
 - Career pathways in business technology



6

Bernalillo Public Schools: GED and ESL Programs

- UNMLA has a partnership with Bernalillo Public Schools through the Even Start Program that provides childcare and transportation to both ESL and GED parents.
- The partnership includes
 - funding GED and ESL instructors
 - the use of BPS facilities at Carroll and Roosevelt Elementary schools and family centers.
 - One hundred and forty five (145) students were enrolled in ESL classes.
 - Sixty-four (64) students were enrolled in GED classes.
- The Pathways to College program awarded thirty (30) advanced ESL students with scholarships in fall 2006, and spring and summer 2007.
 - Two (2) GED receipting students entered post-secondary education in the spring and summer of 2007.
 - Two (2) ESL students awarded with Pathways to College have made the transition into post-secondary education in spring 2007.
- In conjunction with Bernalillo Public Schools, UNMLA conducted workshops on wellness/self-esteem, immigration, and civil rights.



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2008 Summer Bridge Program

- Served 35 students:
 - LAHS - 10
 - Espanola HS - 6
 - Pojoaque HS - 6
 - Bernalillo HS - 4
 - Escalante HS - 3
 - UNMLA GED - 2
 - Coronado HS - 1
 - Santa Fe HS - 1
 - Los Puentes Charter School - 1
 - McCurdy HS - 1
- Fifteen (15) registered at UNM-LA in Fall 2008



8

UNM Campuses

- **UNM-Valencia: HSI Title V**
 - Improve teaching and learning through technology
 - Improve student advising
 - Improve assessment through institutional research
 - Goal: increase the academic success of Hispanic and low-income students and the success of all students
- **UNM-Taos: Course Cross listings**
- **UNM-Albuquerque: Summer Enrollment; Transfer Recruitment Plan; Enrollment Management Plan; Bachelor's and Master's Degree Programs**



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Northern New Mexico College Partnerships: Elementary Education Degree

- **Goal:** Articulate an agreement for our students to get their Associate Degree in Elementary Education and transfer easily with no lost credits to NNMC to get their bachelor's.
- **Strategies:** By creating curriculum changes and negotiating an articulation agreement, we offer students in northern New Mexico a local option for preparing for and transferring to a bachelor's degree program in Elementary Education. UNMLA graduates with an AA degree in Elementary Education will be able to transfer to NNMC and enter as juniors with no loss of credits. This articulation agreement is designed to serve those place-bound students who have made a commitment to enter the teaching profession.
- **Number of Students:** Currently there are no students in the program.
- **Challenges Faced:** The slow process for curriculum changes through UNM-A and HED; recruiting and enrolling students with limited resources.
- **Outcomes and Assessment:** UNM-LA is proud to provide a very strong foundation in freshman and sophomore level education, especially in STEM areas and English. This foundation is necessary to provide our future teachers with the skills they need to effectively teach New Mexico's children. Our AA program will eventually have a programmatic assessment largely designed on course assessment or portfolio, just as the other transfer degrees have.



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Northern New Mexico College Partnerships: Articulation Agreements

- **Partner:** UNMLA has been working with NNMC to create articulation agreements from our 2-year degrees to their 4-year programs.
- **Goals:** Many students in Northern New Mexico are place-bound and have no plans to leave their roots in Northern New Mexico. By creating articulation agreements with NNMC, our students can earn 2-year Associates degrees at UNMLA and have the option to continue working on their 4-year degree at NNMC if they choose not to transfer to UNM-A.
- **Strategies:** UNMLA has created an articulation agreement for our 2-year AA in Pre-Professional Elementary Education to the NNMC BA in Elementary Education. We have also submitted for approval articulation agreements for: UNMLA AAS in CS to the NNMC BENG in Engineering in Software Engineering; UNMLA AAS in CS to the NNMC BENG in Network Administration; and UNMLA AS in Pre-Engineering to the NNMC BENG in Electrical Engineering.
- **Number of students:** Currently there are no students enrolled under this agreement however we expect to see growth in the number of students choosing to save money and stay close to home thereby taking advantage of these articulation agreements.
- **Challenges:** It will be a challenge to keep a clear alignment of programs between UNMLA and NNMC.
- **Evaluation methods and outcomes:** At this time, we are improving our programmatic assessments of our AA, AS, and AAS programs in response to state-wide assessment initiatives. We expect to develop a "post-graduation" assessment for feedback into our associates degrees.

Emerging Partnerships

- Eight Northern Indian Pueblo Council: Charter School Planning Committee
- Walatowa Charter School: Dual Credit
- Zia Pueblo: Dual Credit
- Jemez Pueblo Head Start: Early Childhood Education degree program
- Los Alamos Public Schools: Career Readiness Certificate